

# Special Education Advisory Panel (SEAP)

## November 4, 2013 Meeting Minutes

**Attendees:** Stephanie Hoffman, Alicia Caiola, Therese Varela, Ted Oparnico, Wendy Fitch, Robin Greenfield, Donna Farmer, Richard Henderson, Amanda Pena, Brian Darcy, Beth Eloer-Reep, Angela Lindig, Lisa Colon, Darleen Banks

### **SEAP Welcome and Update, Minutes Review and Approval** : (Donna Farmer, SEAP Chair)

- Introductions were made by Panel members and Lisa Colon, the new Family and Community Engagement Coordinator at the SDE was introduced as a new SEAP member
- Due to the late start of the meeting the Panel decided to review and approve the last meeting minutes during the afternoon session

### **Results Driven Accountability and State Performance Plan Update** ( Richard Henderson, SDE Special Education Director)

- Rich reported on the outcomes of the OSEP meeting on RDA that took place in Eugene, Oregon on October 29- Nov 2. The goal of the meeting was on OSEP's vision on RDA is and the vision Idaho has to accomplish its' goals.
- Indicator 15 which focused on "compliance" has been removed from the federal list of Indicators
- In 2011 Idaho was part of the results initiative pilot initiated by OSEP and selected Indicator 3 (academic achievement) as an area of emphasis. Data from the pilot indicated a 25% point increase in student achievement and as a result OSEP wants to continue on with this kind of work using Idaho as a model.
- Idaho has been chosen to participate in an OSEP project to look at what the State Systematic Improvement Plan (SSIP) will look like around the country. The goal is to look at what SEA's and OSEP needs to be looking at with regards to outcomes (e.g., academic achievement) – OSEP is struggling with how to support states.
- Idaho has also been selected to be one of two states to represent a "roundtable" discussion to look at what SLD (specific learning disability) is going to look like when IDEA is reauthorized. Students categorized as SLD was the population that Idaho focused on during the pilot in 2011.
- New Indicator 17 relates to results accountability. Idaho has now decided that after the



pilot results work that it should continue to focus on efforts on Indicator B3 which is – academic achievement.

- Indicator B5 targets LRE. State data is suggesting that the core curriculum is not meeting the academic needs of students with disabilities and they are sent them back to special education classrooms when academics are presented in general education classroom - the shift for the SDE is now trying to figure out how students with disabilities can stay in the general education class and what needs to happen to accomplish that goal
- Indicator B14 focuses on transition and post school outcomes. A survey is sent to graduates at one year after graduation and again after three years. It is a voluntary survey to be completed by students or family members. A tool has been created by a regional resource center network that analyzes data a state collects to look at transition, graduation rate, dropout rate, and post school outcomes
- The goal of the SDE is to triangulate the three indicators related to academic achievement, LRE, and transition to get a better idea of outcomes for students with disabilities in Idaho and what can be done to improve those outcomes.– 3, 13, 5 – will get a good picture of what program looks like with regards to outcomes for students with disabilities.
- MTSS - mutli-tiered system of supports –is a set of evidence based practices implemented across a system to meet the needs of all learners. It differs from RTI in that the system is designed around student needs versus an establish program needs
- The goal is to develop a student PLOP around good instruction. It is the intention of the SDE to assist districts in accomplishing that goal and not just focus on compliance monitoring. The SDE must now understand more about instruction and coaching and not just compliance rules.
- The SDE would like each district to have a District Improvement plan and look at three primary indicators (3, 5, 14) and complete self- assessment. This process will be done over the current five year cycle with districts.
- Targets still need to be met in a timely manner with regards to compliance issues but ultimately the goal for the SDE is to determine a school achievement by instructional outcomes and not compliance

**Dispute Resolution Annual Report** (Dr. Melanie Reese, SDE Dispute Resolution Coordinator)

- Dr. Reese began by defining the “creed” of dispute resolution and the different dispute resolution options for parents
- The “facilitation” option began in 2005. Since that time formal hearings have declined with



an expectation of 1-2 per year. Complaints have leveled out nationally at around 20 per year per state. Using mediation as an option is trending up in Idaho with hearings/complaints going down as people choose a more inclusive process. As of October 29, 2013, the facilitation option has jumped 91%. There are currently 18 facilitators across Idaho. Eleven of the facilitators are also mediators and seven of those individuals are complaint officers. There are four facilitators in the Panhandle region of the state, two on the east side of the state, and the remainder are in the Treasure Valley area.

- The request for facilitation or mediation is about 50-50 between parents and school districts. IPUL has played a role in sending parents to the SDE to try and initiate the facilitation process. CADRE is funded by OSEP and is the national TA group that provides advice and training. They work with parent organizations like IPUL to promote facilitation with teams and provide support to states.

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### **Parent Survey** (SEAP Members)

- A discussion was facilitated by Rich and Donna on the Idaho Part B Parent Survey.
- In June 2012, 2581 surveys were sent out with 349 returned at a 13.5% rate.
- In 2013 a 1000 additional surveys were sent to parents with an additional 100 surveys returned at approximately the same return rate of 13.5% rate.
- The discussion focused on the “working draft” of a revision to the survey that was developed by one of the SEAP committees in May-June 2013. Questions for the draft were taken from similar surveys from Wyoming, South and North Dakota.
- Donna suggested the committee also revise the letter that is sent to parents with the survey. Additional suggestions were made to have both the SDE and the IPUL logos on the letter as well as a signature from Rich and Angela and a positive theme as to the contribution of parents to their children’s education.
- The target for questions regarding “parent involvement” is 51% per question.
- Donna discussed distributing the survey every other year which would not be an additional cost according to TAEESE
- The group discussed inserting a “neutral” category to the response choices. TAEESE has suggested that a neutral category be added to the current survey. The group agreed to keep the neutral response and add N/A to the survey as well
- The group also decided to add a questions regarding “transition” which would impact students above the 8<sup>th</sup> grade. The number of questions will be limited in an effort to keep the survey to one page.
- The group agreed it is necessary to add a question to the survey about “cultural diversity” and to assure it is translated into Spanish.
- The following suggestions were made for revisions to the survey:
- Wendy Finch suggested taking out the word “equal” before partners in Question 1
- Beth Eloie-Reep commented that Question 13/14/15 and 1 are similar and should be revised into one question or group them together per topic



- Question 3 – delete the “s” from the word “teacher”
- A suggestion was made to add the word “students” to the Question 4
- There is a discussion on the similarity of questions 2 and 6. A decision was made to keep both as is.
- Question 7 will be removed from the survey
- Question 8 – Rich will ask Susan from TAESE if there is a word that could replace “appropriate”
- Question 14 has been removed from the survey
- The word “developing” replaced the word “writing” in Question 15
- An “s” was added to the word “teachers” and “any” was taken out of Question 17
- The language of “general education” was inserted to replace “regular” in Question 25
- Rich will ask Susan from TAESE regarding answers to open ended questions that were submitted in the past surveys. The questions and answers will be reviewed at the next meeting. Additional questions for TAESE are if they think there should be a certain order to the questions on the survey and if questions should be “blocked” according to topic.
- A draft will be sent to SEAP members before a final submission to the SDE.

#### **Approval of Minutes** (Donna Farmer, SEAP Chair)

- The minutes for the September 17, 2013 meeting were reviewed and corrections to the spelling of SDE personnel names were made. Brian Darcy moved to accept the minutes and Wendy Finch seconded the motion. The minutes were approved.

#### **Field Test Waiver – Public Comment Notice** (Richard Henderson, SDE Special Education Director)

- Idaho will be using Smarter Balance as the new assessment measure for the Idaho Core Standards.
- Students will still be required to take the ISAT as the new assessment goes into place. As such, a waiver is needed to do this process.
- Parents of students with disabilities need to be advised and can file public comments about the process.
- The first year of the new assessment will be a “pilot” year and appropriate accommodations may not be in place. If a student with a disability needs a certain accommodation that is not available on the new assessment then the IEP will rule and the accommodation will be provided. Data will be accounted for but not included in the overall national research study.
- The SDE wants comments and concerns on Idaho using a field test version of the new assessment and not using ISAT for the current year.
- Rich is asking that the SEAP committee approve the field test waiver.
- A motion was made by Stephanie Hoffman to endorse the field test waiver and Wendy Finch seconded the motion. The motion was carried.



### **Manual Revision SEAP Additional Discussion Items** (Donna Farmer, SEAP Chair)

- Donna directed the members to review the language of three action items in the revisions of the Special Education Manual. The items include: 1) IEP Transition age change from 16 to 14; 2) Intellectual Disability vs. Cognitive Impairment; and, 3) Executive Function Deficit disability category.

### **SEAP Manual Review, Portal Access, and Timeline** (Richard Henderson, SDE Special Education Director)

- The SDE will provide the Panel members with an email to access the private portal link. Comments regarding the above noted revisions to the special education manual should be sent to Rich Henderson by the close of business on December 4, 2013. Rich will bring comments and Panel recommendations for review at the January SEAP meeting.

### **Review of Indicators and Timeline Recommendations** (Richard Henderson, SDE Special Education Director)

- Rich reviewed the current 20 indicators for the Idaho SPP and discussed how the indicators are differentiated into three sections. The SDE usually sets targets for the indicators the performance expected in relation to the targets. Any: "slippage" in performance is addressed in a state action plan.
- It is the intent of the SDE to have the SEAP committee review the current indicators and make recommendations as to targets for the next five year cycle.

### **Next Meeting**

- The meeting was adjourned at 3:45 pm. The next meeting is scheduled for January 27, 2014.

